



COVID Catch Up Funding 2020-2021

Summary Information					
School	Wellesley Park Primary School				
Academic Year	2020-21	Total Amount of Catch up Premium	£80 per pupil £25,200	Number of Pupils	315

Guidance	
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will no doubt be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery. Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11. As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>	
Aim	
<p>At Wellesley Park Primary School, we are committed to ensuring the recovery of the education for the children within our setting. Our teaching team will support pupils in line with the guidance on curriculum expectations for the next academic year. To ensure that we make the best use of the funding our SLT (Senior Leadership Team) have consulted external documentation such as those published by the Education Endowment Fund or EEF e.g. 'COVID 19 Support Guide for Schools' and 'A Tiered Approach to 2020-21'.</p>	
Use of Funds	EEF Recommendations
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.</p>	<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ● Supporting great high-quality teaching for all ● Effective diagnostic pupil assessment and feedback ● Transition support ● Supporting remote learning ● Focusing on professional development <p>Targeted approaches</p>

<p>Schools should use this document to help them direct their additional funding in the most effective way.</p>	<ul style="list-style-type: none"> ● High quality one to one and small group tuition ● Teaching Assistants and targeted support ● Intervention programmes including Academic Tutoring ● Extended school time ● Planning for pupils with SEND <p>Wider strategies</p> <ul style="list-style-type: none"> ● Communicating with and supporting parents and carers ● Planning carefully for Social and Emotional Learning ● Supporting pupils' social, emotional and behavioural needs ● Access to technology
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Identified areas of need at Wellesley Park	
Reading	<ul style="list-style-type: none"> ● Reading fluency, stamina, language, acquisition and phonological understanding Speech and Language – delayed language acquisition due to a lack of high-quality interactions. ● Inference
Writing	<ul style="list-style-type: none"> ● Language acquisition, stamina, spelling, sentence construction and paragraphs - particularly for boys.
Maths	<ul style="list-style-type: none"> ● Place value, four operations of number, times tables and reasoning
Wider Curriculum	<ul style="list-style-type: none"> ● Some children now have gaps in their knowledge as whole units of work have been set for family/home learning and have been explored and taught at very different levels across families. Children have also missed out on curriculum experiences such as trips, visitors, and powerful curriculum moments. This has affected our lower income families in a much more disproportionate way.
SEMH	<ul style="list-style-type: none"> ● Lack of continuity of learning ● Poor attendance ● Inability to self-regulate and/or not being able to articulate how they are feeling and why ● Friendships

Planned Expenditure	
i. Teaching and whole-school strategies	
Desired outcome: At Wellesley Park Primary School it is our aim that all children will meet their end of year outcomes despite the interruption of Covid-19 and that no child will be left behind.	
Chosen approach	Intended Impact
<p>High-quality teaching – supported by evidence informed CPD for teachers and support staff.</p> <ul style="list-style-type: none"> - Cognitive Science informed approach to teaching and learning - Curriculum pedagogy – the quality of teacher modelling and explanation - Precision Teaching - Knowledge-rich curriculum - Development of a Maths Mastery approach supported by external mastery specialists. 	<p>Evidence through book scrutiny, lesson drop-ins and pupil conferencing show that pupils know, remember and can do more – they have filled gaps in their knowledge and are accessing an age appropriate curriculum, where they are cognitively able to do so.</p> <p>Pupils’ work and assessment information demonstrates that scaffolding is effective in enabling the less able pupils to fill gaps in their knowledge and understanding.</p> <p>Teachers are able to plan and deliver lessons which address gaps and misconceptions, meaning all children are able to make rapid progress.</p>
<p>Assessment</p> <ul style="list-style-type: none"> - Identify gaps and missed learning using both formative and Summative assessments. - Use of intervention package – Shine - Deliberately reduce workload of the assessment cycle to aid staff well-being and enable high quality responsive teaching. 	<p>Attainment scores increase</p> <p>Staff are able to deliver interventions which address gaps and misconceptions, meaning all children are able to make rapid progress.</p>
<p>Wider Curriculum</p> <p>Access to high-quality text to support subject-specific vocabulary and deepening understanding.</p>	<p>Education depends upon reading, and all reading depends upon vocabulary, therefore imparting and reinforcing a deep knowledge which is independently applied in own reading and writing: <i>taking our vocabulary ‘for a walk’ across our curriculum.</i></p>

ii. In-school targeted support (by Identified areas of need)	
Chosen approach	Intended Impact
<p>Reading</p> <ul style="list-style-type: none"> ➤ Use of online reading through use of Bug Club/Myon ➤ Whole class reading approach with the introduction of VIPERs ➤ Phonics screening check to be carried out in June 2021. ➤ IDL – Individual literacy intervention ➤ CoachBright – Tutoring – YR5 &6 ➤ ‘Shine’ personalised intervention plans that are bespoke to individual needs. ➤ Daily reading videos by staff for remote learning 	<p>The teaching of Reading is highly effective across the school and enables all children to catch up, achieve their individual targets and build upon prior attainment.</p> <p>Children across Year 1 and 2 will make rapid progress in phonics.</p> <p>All children will make accelerated progress from their starting points, evidenced by improvements in attainment data.</p>
<p>Maths</p> <ul style="list-style-type: none"> ➤ Use of Numbots in KS1 for purposeful retrieval practice ➤ Power of 2 ➤ IDL – Individual Maths intervention ➤ CoachBright – Tutoring – YR5 &6 ➤ TT Rock Stars ➤ ‘Shine’ Personalised intervention plans that are bespoke to individual needs. ➤ 	<p>The teaching of Maths is highly effective across the school and enables all children to catch up, achieve their individual targets and build upon prior attainment.</p> <p>All children will make accelerated progress from their starting points, evidenced by improvements in attainment data.</p>
<p>Writing</p> <ul style="list-style-type: none"> ➤ Use of spelling shed for purposeful retrieval practice ➤ Pie Corbett training – to support GD ➤ IDL – Individual spelling intervention ➤ SNIP - Individual spelling intervention 	<p>The teaching of Writing is highly effective across the school and enables all children to catch up, achieve their individual targets and build upon prior attainment.</p> <p>All children will make accelerated progress from their starting points, evidenced by improvements in attainment data.</p>
<p>Language development Additional targeted language support for Foundation children.</p>	<p>Teachers will work to identify children who will benefit from small group and one-to-one language support. This will be delivered over a 20 week period as part of the Nuffield Early Language Intervention.</p>

iii. Wider Strategies	
Chosen approach	Intended Impact
Pastoral support <ul style="list-style-type: none"> - Pass survey to identify pupils attitude to school and self - Emotional regulation tools using The Zones of Regulation - Delivery of food parcels - Forest School - Lego Therapy - Frequent contact (e.g. phone calls) to check on the progress of home learning and the well-being of both children and families 	<p>Additional support will provide regular and supportive communications with parents/carers, in order to increase attendance and positive behaviour – ensuring that children are ready and able to engage with their learning.</p>
Access to technology <ul style="list-style-type: none"> - As all pupils return to schools, technology will be valuable; for example, by facilitating access to online tuition or support. 	<ul style="list-style-type: none"> - Children, especially the most vulnerable, have access to a device in order to participate in online interventions. - All children will make accelerated progress from their starting points, evidenced by improvements in attainment data.